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APPROACHES TO USE IN ASSESSING NEEDS FOR, CONTENT OF, AND CERTAIN FACTORS TO BE CONSIDERED IN OFFERING HOME ECONOMICS COURSES PREPARING FOR GAINFUL EMPLOYMENT.

COZINE, JUNE
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*HOME ECONOMICS EDUCATION, *VOCATIONAL EDUCATION, *CURRICULUM PLANNING, *CLOTHING INSTRUCTION, EDUCATIONAL NEEDS, STATISTICAL SURVEYS, *CHILD CARE, STILLWATER, OKLAHOMA

EDUCATIONAL GUIDELINES AND TECHNIQUES WERE DEVELOPED AND NEEDS ESTABLISHED FOR PLANNING GAINFUL EMPLOYMENT PROGRAMS IN THE FIELD OF HOME ECONOMICS, PARTICULARLY IN THE AREAS OF CHILD CARE AND CLOTHING SERVICES. TWO SEPARATE SURVEYS WERE CONDUCTED. THE FIRST INVOLVED CONTACTS WITH POTENTIAL EMPLOYERS AND OTHER INDIVIDUALS WHO HAD KNOWLEDGE OF THE NEED FOR AND COMPETENCIES EXPECTED FROM CHILD CARE AND CLOTHING SERVICE WORKERS. THE AVAILABILITY AND CHARACTERISTICS OF POTENTIAL WORKERS WERE SEARCHED FOR IN THE SECOND SURVEY BY CONTACTING CERTAIN SCHOOL ADMINISTRATORS, GUIDANCE COUNSELORS, AND EMPLOYMENT AND WELFARE AGENCIES. IN ALMOST EVERY CASE THE PERSONS INTERVIEWED INDICATED INTEREST AND NEED FOR THIS TYPE OF SPECIAL TRAINING. STATISTICAL COMPILATIONS ALSO SHOWED THAT EMPLOYMENT WOULD BE AVAILABLE UPON COMPLETION OF SUCH COURSES AND THAT STUDENTS INTERESTED IN TAKING THEM WOULD BE NUMEROUS. AS THE LAST PHASE OF THE PROGRAM, SEVERAL PRELIMINARY DEVELOPMENTAL TASKS WERE DERIVED FOR A CURRICULUM IN THIS AREA INCLUDING--(1) AN INDICATION OF SPECIFIC SKILLS, LEARNING EXPERIENCES, INSTRUCTIONAL RESOURCES, WORK EXPERIENCE STUDY PROGRAMS, AND ADDITIONAL EVALUATION REQUIRED, (2) STUDENT RECRUITING AND SELECTION PLANS, AND (3) AN INITIAL LOOK AT POSSIBLE COURSE CONSTRUCTION. (JH)

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5-0026

FINAL REPORT

PROJECT NUMBER - OE-5-85-088

APPROACHES TO USE IN ASSESSING NEEDS FOR, CONTENT OF, AND CERTAIN FACTORS TO BE CONSIDERED IN OFFERING HOME ECONOMICS COURSES PREPARING FOR GAINFUL EMPLOYMENT

June 1, 1965 through February 28, 1966

Sponsored by the U. S. Office of
Education Under the Provisions of
Section 4(c) of the Vocational
Education Act of 1963

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Submitted by

Research Foundation
Oklahoma State University
Stillwater, Oklahoma

Marvin T. Edmison, Ph.D., Director

March, 1966

OE 5-0026

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Division of Adult and Vocational Research

Vocational Education Act of 1963
(P.L. 88-210, Sec. 4(c))

PROJECT SUMMARY - ERD-203-65 5-0026
Contract No. OE-5-85-088

TITLE: Approaches in Assessing Needs for, Content of, and Factors to Consider in Offering Home Economics Courses for Gainful Employment

PRINCIPAL INVESTIGATOR: Dr. June Cozine, Head, Home Economics Education

INSTITUTION: Oklahoma State University, Stillwater, Oklahoma

FEDERAL FUNDS REQUESTED: $6,772

DURATION: *Beginning June 1, 1965/ Ending December 31, 1965.

Objectives:
1. To develop guidelines for planning gainful employment programs in home economics consistent with the provisions of the Vocational Education Act of 1963.
2. To develop techniques to use in supplementing information available through various services, programs and agencies.
3. To survey the availability of potential child-care and clothing service workers.
4. To draw implications for curriculum development in offering training programs for child-care workers and clothing-service workers.

Procedures:
1. Develop and try-out questionnaires and interview schedules for gathering data.
2. Compile list of agencies, organizations and individuals who may supply information on the need for child-care workers and clothing-service workers and the competencies expected; survey them, and compile information on the need for workers
3. Survey the availability and characteristics of potential workers by obtaining data from school administrators and counselors, employment security and welfare agencies.
4. Use a jury opinion in drawing implications for a curriculum for preparing child-care and clothing-service workers.

* Confirmation of letter contract dated June 1, 1965.

Final Report for Project Number OE-5-85-088

Approaches to Use in Assessing Needs for, Content of, and Certain Factors to be Considered in Offering Home Economics Courses Preparing for Gainful Employment

With the passage of the Vocational Education Act of 1963, the vocational home economics program in Oklahoma was extended to consist of two aspects, as stated in the Home Economics Education Goals for 1965-66, and were distributed by the home economics education staff at the 1965 annual vocational home economics conference.

Aspect A - Vocational education in home economics directed toward homemaking provides instruction which will enable families to improve the quality of their family life through more effective development and utilization of human resources.

Aspect B - Vocational education in home economics directed toward gainful employment (occupational training) provides instruction that qualifies individuals to engage in selected occupations involving knowledge and skills in home economics subject matter areas, i.e. child development, personal and family relations, food and nutrition, health and safety, clothing and grooming, housing, family economics including consumer education, and home management. Included are such occupations as those which provide services to families in the home and similar services to others in group situations; those which provide assistance to professional home economists and professionals in fields related to economics in business, agencies, and organizations; and other occupations directly related to one or more subject matter areas.

This study was undertaken to provide assistance with the second aspect - Gainful Employment. Using the four objectives selected for the study as the framework for presenting the results of the study, the following report has been compiled.

Objective I - To compile a list of guidelines for planning gainful employment programs in home economics which would be in harmony with the provisions of the Vocational Education Act of 1963 and which would be based upon beliefs underlying a sound educational program.

In the fall of 1964 a graduate student made a very extensive review of literature related to gainful employment in home economics and compiled an extensive bibliography. This included vocational education, home economics education, women and the world of work and the special home economics subject matter area of child care with emphasis on nursery and day-care centers. From this review a tentative statement of philosophy was developed. This statement was an attempt to identify beliefs which should underlie a sound educational program for a gainful employment program in home economics. This was followed by the development of a list of guidelines and was completed prior to the list

presented by Reinwald (1) in Education for Employment.

In the summer of 1965, the list of guidelines was checked with the leaders and participants of the training program for gainful employment in home economics which was held on the campus. The original list was revised and included in the unpublished thesis of the graduate student. In June 1965, when this project was officially begun, two different graduate students began work on the study. The list of guidelines presented below is a revision of the original list compiled in December, 1964, and represents the combined thinking of the two research assistants, the chief investigators and others.

Guidelines for Planning Gainful Employment Programs in Home Economics

1. Home economics programs for gainful employment should possess the potential of making valuable contributions to one or more of the broad national programs now receiving national emphasis such as: decrease of unemployment, improvement of economic status of low-income groups, reduction of drop-outs in secondary schools and juvenile delinquency, and increase in employability of youth not planning to go to college and of adults who wish to enter or re-enter the labor market.

2. The decision for offering a specific gainful employment program should be supported by evidence

   (1) that employment will be available for those who successfully complete the training.

   (2) that there are individuals who are interested and will become trainees if the program is offered.

   (3) that adequate work-experience can be provided as part of the training.

3. Adequate amount of time should be provided for the teacher(s), coordinator, or other personnel for the pre-planning as well as the offering and the evaluating of the program.

4. A carefully planned survey through personal interviews with potential employers will provide valuable information for determining

   (1) if the need exists for a specific training program.

   (2) if the necessary cooperation can be obtained for providing work experience and employment.

   (3) the specific type of training desired to be used as a basis for curriculum development.

5. Support and cooperation of local and state administrators is essential in

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[1]Clio Reinwald, "Education for Employment", Bulletin of the National Association of Secondary - School Principals, Vol. 48, No. 296, December 1964, pp. 28-50.

order that the policies and procedures developed for the gainful employment program will be in harmony with the overall functions and philosophy of the local school and the state vocational program.

6. Community support and cooperation may be greatly furthered through a carefully selected local advisory committee or council in advising and evaluating the various aspects of the program.

7. Close cooperation with vocational counseling services will help the teacher in determining basis for student selection and recruitment, work-experience and employment opportunities, placement and follow-up of students.

8. Conferences with local, regional and state leaders of related services, agencies and programs will provide much valuable information to use in planning programs as well as in obtaining cooperation in carrying out and evaluating the program. (See list under Objective II of this report for the services, agencies and programs contacted and the types of assistance obtained from each.)

9. The curriculum for a gainful employment program should place emphasis on the development of attitudes and personal characteristics necessary to obtain and hold a job.

10. The objectives, content in terms of concepts and generalizations, learning experiences, resource materials, facilities and evaluation procedures for developing curriculum materials should be based on the job analysis of a specific occupation in order that the desired competences will be developed or of a related clustor of occupations.

Objective II - To develop and employ techniques which will be used with and to supplement information available through local and state leaders of various services, programs and agencies in determining the needs for offerings in home economics for gainful employment program.

Objective III - To analyze the findings to determine if needs exist for offering programs in home economics for gainful employment.

An original list of related services, agencies and programs was included in the proposal for this study and additions were made by the leaders of the training program offered in the summer of 1965. During the spring of 1965, a graduate student whose special interest was in the training of workers for child care services made a limited number of contacts. As a part of the training program during June 1965, representatives of various services, agencies and programs were invited as special consultants to meet with the entire group or one of the special groups of trainees. The two research assistants have made additional contacts as they have participated in this research study and also the pilot study at the local high school. An attempt has been made to list only the major or most important contributions to be gained by contacting each as well as the type of contact made.

This section of the report will be in two parts. Part A will be the general contacts made with related services, agencies and program and presented in three

groups - Group I, those related to more than one area, - Group II, those related to Child Care Services and Group III, those related to Clothing Services. Part B is presented according to the two areas, (1) Child Care, and (2) Clothing Services, and includes the development of interview schedules, procedures followed for interviews and anlyses of findings.

Part A - Related Services, Agencies and Programs Contacted

Group I - Related to more than one area.

1. Representative of State Office of Employment Bureau. Chief of Community Employment Division served as special consultant for the 1965 training program. Emphasis was on the Manpower Development Training Programs. Reference was made to a special study for one locality in the state in order to identify the needs which home economists can meet. Those identified were for housekeepers, workers in food service, school lunch, drapery making and clothing alteration in retail stores and for individuals. A directory of local employment offices was distributed. This gave the location of the 24 local offices in the state. It was later learned that a representative of the state office would visit a local school and administer interest tests to use in selection of students.
2. Guidance Department of State Department of Education. The assistant director for Special Consultants explained, to the training program participants, the overall guidance program for the state and announced that workshops were being initiated for vocational guidance but at this time little help could be given. In the near future the department hoped to be of more assistance in working with leaders in occupational training programs.

3. Home Economics Education Staff of the State Vocational Program served as special consultants for the training program and provided information on state policies and practices in regard to approval for reimbursement, for credit, etc.

4. Payne County Health Office for obtaining health certificates which are required of all workers in a licensed day care center. Special consultants on sanitation as related to food service and grooming and health for other two areas.

5. Social Security Office for procedure for obtaining social security card and details of labor laws as related to students.

Group II - Related to Child Care Services

1. Child Welfare Division of Oklahoma

   A. A visit to the state office by participants of Child Care Group of the training program. Various staff members discussed and described opportunities for work, the state child care center licensing act and one pilot training program in operation within the state. An interest and willingness to work with individuals in the program was expressed and an offer was made to share information and publications which had been compiled by their staff.

   B. Local representative in charge of licensing child care centers in Payne County provided the following information for each licensed center in the local community: name of center, name of operator, address, telephone number, type of care offered, number of children able to enroll, age range of children, total number of staff, and number of paid staff. Staff information included: name, duties, age, marital status, and number of children.

2. University Faculty Members in the Department of Family Relations and Child Development

   A. Director of Pre-school Education was contacted by the graduate assistant and the director described the department's special child care project and emphasized the caution which should be taken in making initial contacts with local centers. She supplied names of additional personnel working with special child care projects as well as other local personnel.

   B. Staff members of the university nursery schools and day care center were contacted by graduate student and they gave generously of their time in discussing need for trained helpers, opportunity for cooperating with work experiences, and assisted with pre-testing of interview schedules.

C. During summer training program, special staff members such as demonstration teacher and nutritionist serving as special consultants for child development and guidance and food for children.

3. Personnel of Child Care Centers -

During the summer training program several scheduled observations were planned for all participants to observe not only the nursery schools on the campus but some in the community and in a metropolitan area including private, church sponsored, civic group sponsored and social work agency child care centers. The visits provided opportunities to observe different facilities, types of operation, etc.

4. Personnel of Local Fire Department

In order to be licensed, the child care centers must be inspected and passed by the local fire department. Also the representative provided information on safety as well as additional centers not listed in telephone directory or otherwise located.

5. Community-Action Program

Training Program participants visited local Head-Start Program in order to explore possibilities of cooperating as local day care centers may be or have been established in local communities.

Group III - Related to Clothing Services

1. Alteration personnel for both men's and women's clothing in local department stores and shops and in a large department store in a metropolitan area. Participants in the clothing service group in summer training program and the research assistants visited various establishments and gained much information as to type of equipment used, competences desired, types of alterations performed, etc.

2. Curtain and drapery establishments and custom drapery departments of department stores were visited and information gained as to type of equipment used, competences desired to use as basis for job analysis.

3. Dress factory - a field trip to a small dress factory by training program participants - opportunity to observe power equipment and mass production, discussed types of positions available and training required.

4. Demonstrator of Singer Sewing Machine Company demonstrated the newest features of latest model of machines with emphasis on use of special attachments and features.

5. Executive secretary of the Oklahoma County Dry Cleaning Association- opportunities for work in dry cleaning establishments.

6. Social Service and Welfare Organization - to explore possibilities of obtaining garments to gain experience in altering, repairing and constructing garments to be donated to needy families and individuals.

7. University Faculty Members in the Department of Clothing, Textiles and Merchandising - special presentations were made by staff members during the training program - one faculty member had had experience with Distributive Education programs and was presently serving as coordinator of the Fashion Merchandising Program of the university and gave special presentations on Women and the World of Work and Supervised Work Experiences. Another faculty member discussed what to look for in fitting a garment.

Part B - Child Care Services

1. Development of Interview Schedules -

During the school year 1964-65, a graduate student developed an interview schedule to use with the personnel of child-care centers. The interview schedule was checked by the Director of Pre-school Education of Oklahoma State University and other personnel connected with the special child care project. Staff members of the nursery schools and day care center sponsored by the university assisted with the pretesting of the interview schedule. In June 1965 when this project was approved, another graduate student became the research assistant for the child care services. Some additional revisions were made in the interview schedule based in part on suggestions made by participants in the summer training program, and a second interview schedule was developed for use with homemakers. Clearance of the schedules was obtained through representatives of the Division of Adult and Vocational Research of the Office of Education, U. S. Department of Health, Education and Welfare.

Group A - Personnel of Child Care Centers

The types of information obtained through the interviews included:

a. Personal information of personnel interviewed such as name, position, address, telephone number, training and experience.

b. General information for the center - including type of care, age of children served, number served, fees charged, number and basis of pay for staff.

c. Willingness to cooperate with local school in developing a training program.

d. Type of work experience which might be provided for trainees, conditions under which work experience might be available and characteristics desired or felt to be important in trainees.

e. Suggestions for types of learning experiences felt to be important.

A revised copy of the interview schedule is attached to this report.

2. Selection of Interviewees -

The entire population of day care centers and kindergartens in Stillwater was used. This list was compiled from:

a. The telephone directory

b. The 1963 Directory of Payne County Child Care Facilities

c. Conference with local licensing agent of Child Welfare Division of Oklahoma

d. Representative of the Stillwater Fire Department

e. Local newspaper - classified advertisement section and special advertisements, suggestions made by various individuals, etc.

A total of 21 interviews was made which included

14 day care centers
5 kindergartens
1 school for exceptional children
1 combination day-care and kindergarten center

3. Procedure Followed in Making Interviews -

Contacts were made by telephone and in person to set a date for the interview. The interviews were made by the research assistant who, in a majority of the cases, was accompanied by the coordinator of the Gainful Employment Program in the local high school. The interview schedule was filled in by the interviewer who was the research assistant.

4. Analysis of Findings -

a. Personal Information of Personnel Interviewed

The personnel interviewed for the day care centers was either the operator or the owner operator while in the kindergarten it was the teacher. The day care centers were owned and operated by individuals except the one operated under the supervision of Oklahoma State University. The majority of the kindergartens were sponseored by the local churches.

The previous training and/or experience for the majority of the day care operators was being a parent and/or work with children outside own home although two were home economists and two others had had some college work. The kindergarten teachers had majored in family relations and child development or elementary education and most had taught in elementary schools.

b. General Information for the Centers

The types of care offered by the twenty-one establishments interviewed were:

Infant care	6 centers
Day care	13 centers
Play school	5 centers
Nursery Schools	3 centers
Kindergartens	10 centers

Two establishments claimed to serve all ages of children from infancy to school age; one was limited to infant care, and three others would take infants. The majority of the other day care centers took children from two years of age to five or six years of age with three exceptions - two started with three year olds and one limited to under five years of age. The five "purely" kindergartens served five to six year olds.

The total number of children served by each establishment was difficult to determine. The persons being interviewed found it difficult to give an exact number because attendance was irregular, some children came every other day, some came only in the morning or the afternoon and there were frequent "drop-ins". Three day care centers accepted "drop-ins". The number of those in attendance in the morning ranged from 2 to 32 children and in the afternoon from 1 to 25 children. The kindergartens had separate morning and afternoon sessions.

The exact fee charged was difficult to determine and in one-third of the contacts made no information was obtained. Fees were assessed by the hour, by the day, by the week and by the month with following rates - 35¢ to 50¢ an hour, $1 to $2 a day, $5 to $10 a week, and $10 to $40 a month. Rates for kindergarten were given for the month. None of the factors listed affected, to any great extent, the assessment of fees.

The number of staff ranged from 1 to 4 staff members with fourteen of the establishments having one or more part-time staff members. Only one establishment used volunteer help and all of the others had paid staff.

It was likewise difficult to obtain definite information on rate of pay for staff. The owner-operators tended to vary in the amounts they paid their helpers which ranged from 35¢ to $1.00 an hour. One stated she paid $6.00 a day and another $20.00 a week. The monthly salaries paid were for the kindergartens and ranged from $75.00 for the assistant teacher to $300.00 for the full-time teacher. Even though the information was incomplete it did provide some basis for informing the student workers as to the amount that they might expect to receive.

c. Willingness to Cooperate with Local School

Twenty of the twenty-one persons interviewed felt that there was a need for trained child care service workers in Stillwater, and ten had difficulty filling vacancies with qualified workers.

Sixteen of the twenty-one persons gave an affirmative answer concerning willingness to work with the Stillwater schools in developing a training program, but only five identified the capacity as advising, counseling, consulting, assisting in skill development or evaluating. The following number indicated willingness:

	respondents
To allow students to observe and assist without pay for a short time	17
To cooperate in providing a work experience for students	14
To hire a student who had completed the training program	17

d. Types of Work Experiences Which Might Be Provided

A summary of the information gained concerning the types of work experiences which might be available showed that for the majority of centers a combination of types of experience would be available and would include working directly with children and assisting with physical facilities and arrangements. A more detailed analysis of the responses would be valuable in compiling job analysis for this service.

Approximately one-half of the interviewees indicated that they would expect the trainee to have the "sole responsibility" for a child or a group of children. These were qualified by such statements as "only in emergency" and for "short periods of time".

The responses received to the questions "What other duties or responsibilities would a worker have?" providied many specific items. These included many routine activities in the care of both the children and the facilities. This additional information would be most helpful in making job analysis.

Thirteen or two-thirds of the directors indicated a willingness to cooperate with a student in arranging a work schedule to fit in with the student's class schedule. This included before school, the noon hour, or after school. The majority desired to have only one or two students working at the same time. One director indicated that on a split shift she would be willing to have a maximum of seven students. The number of hours a week which they would employ a student varied from 2½ hours to 15 hours but the majority felt it was impossible to state a definite number of hours. The rate of pay which they would be willing to give students varied from 35¢ to 75¢ an hour with only 11 of the interviewees making a definite commitment.

The personnel interviewed gave the following response for the persons for whom they felt the training would be most valuable.

2 for all persons listed in the five groups
1 for younger students

5 for recent high school graduates
9 for high school graduates or students
3 for recent non-graduates
2 for adults
1 for older adults

In general the responses would be in favor of younger persons.

In order of the importance of personal characteristics desired when employing workers the following responses were made:

Love for children	16	Respondents checked
Understanding of children	15	" "
Personality	11	" "
Appearance and experience	9	" "
Training	8	" "
Education	6	" "
Age	3	" "
Marital Status	2	" "

Other characteristics included: sense of humor, dependability, good morals, correct speech and speech mannerisms, cleanliness, ability to get along with others, able to accept criticism and not having boy friends around while working.

e. Suggestions for Learning Experiences -

The items of most importance to include in classroom study and laboratory instruction in order of number of responses were:

First Aid	13	Responses
Food and nutrition for children	11	"
Methods of guiding and supervising children	11	"
Principles of child development	11	"
Personal grooming and health	10	"
Preschool development and organization	10	"
Planning and guiding preschool activities	9	"
Orientation to the world of work	8	"
Preparation and use of materials and equipment	8	"

Only four of the interviewees chose to make any general comments as provided by the last item on the interview schedule. These were of a very general nature and provided little or no additional information.

Group B - Homemakers with Small Children

1. The types of information obtained through the interviews included:

a. Personal information of homemakers interviewed as name, marital status, number of children, age group and employment.

b. Willingness to cooperate with local school in developing a training program.

c. Type of work experiences and conditions under which work experiences might be available.

d. Responsibilities or activities expected of students on the job.

A revised copy of interview schedule is attached to this report.

2. Selection of Interviewees

The 1965 School Census Report Books were used for compiling a list of names of mothers who had children under five years of age on September 1, 1965 and who lived within the city limits of Stillwater. By selecting names from every other page of the odd numbered School Census Report Books a total of 225 names was obtained. These were then sectioned into groups of seven with the last group having eight. The last name in each group was selected and then cross-checked with the 1965 City Directory, both the 1964 and 1965, Oklahoma State University Student and Faculty Directory and the local telephone directories for the same two years period. If the cross-checking revealed that the person was employed or had moved from Stillwater the name directly above the first name used in the group was selected.

Cover letters were mailed to 32 persons followed by a telephone call or personal visit to set up an appointment for an interview. If it was impossible to arrange an interview with any person on the original list the next name in the small group was selected.

3. Procedure Followed in Making Interviews

The research assistant went to the home of the interviewee at the time agreed upon for the appointment. The interview schedule was filled in by the interviewer, the research assistant.

4. Analysis of findings

a. Personal Information of Homemakers Interviewed

Thirty-one homemakers were interviewed and all gave as marital status "married", none being checked as either "widowed" or "divorced". There was a total of 53 children in the 31 homes with ages ranging from 2 weeks to 23 years and in only one home was there no child less than 5 years of age, and in this instance the youngest was five years old. Twenty-six of the homemakers were in the 20-29 age group and four in the 30-39 age group and one in the 40-49 age group. Even though an effort had been made to select homemakers who were not employed it was found that 14 of the homemakers were employed - four

part-time and ten full-time. The fourteen employed homemakers included 9 secretaries, 2 part-time teachers, 1 receptionist-nurse, 1 cashier, 1 director of a residence hall. It would have been helpful to have included the occupation of husband for if the husband were a student and the family depended solely on the wife's salary, the use of a baby-sitter would probably be limited.

b. Willingness to Cooperate with Training Program

Twenty-seven of the 31 homemakers stated that they would be willing to cooperate with the local school but the majority qualified their answers by adding that they had little need for a baby-sitter and if needed that arrangements had previously been made. Persons listed as baby-sitters were: family members - such as grandparents, sister-in-law; high school students and neighbors. Mention was made of using nursery services provided by organizations such as church nursery, or of taking child or children to home of the person who cares for the child in her home and the use of various day care centers. The amount paid for baby-sitting services varied from 35¢ to 75¢ an hour with the majority listing 50¢ an hour. Weekends were listed by 11 of the interviewees and 15 gave evenings as the time when they would most likely wish the services of a baby-sitter with only one listing daily.

This would seem to indicate a willingness to cooperate but at the time interviews were made there would not be many opportunities available for students to work as baby-sitters for the homemakers interviewed. In September or early fall the situation might be different and a larger sample might yield entirely different results. Even though precautions were taken to get a representative sample, a large proportion of the homemakers were wives of college students.

c. Responsibilities Expected of Students

A variety of responsibilities and activities would be expected if students were used to care for small children in the home. As can be seen from the ranking of the responses for each type of activity the greatest number felt caring for the child would be the major responsibility.

Taking care of the child	29 responses
Putting child to bed	26 responses
Feeding child snacks or meals	25 responses
Administering first aid	21 responses
Playing with child	20 responses
Dressing child	15 responses
Bathing child	10 responses
Cooking meals	4 responses
Straightening rooms	3 responses
Other housekeeping tasks	1 response

The types of comments or reactions made by interviewees at conclusion of interview added little or no additional information.

Part C - Clothing Services

1. Development of Interview Schedules

During the school year 1964-65, a graduate student became interested in clothing services as a facet of the gainful employment program in home economics. When this project was initiated she became the research assistant responsible for the clothing service phase of the project. As a part of her graduate study, she had selected related class experiences in this area and bad developed some curriculum materials including evaluation devices to use in teaching clothing services as a part of a vocational home economics program at the secondary level. Having reviewed related literature, she developed an interview schedule. Faculty members in the Clothing, Textiles and Merchandising Department of Oklahoma State University served as special consultants and evaluated original interview schedules. The schedules were reviewed by members of the summer training program and revisions made in light of suggestions given. The three interview schedules, one for business establishments, one for dressmakers and a third for homemakers received the proper clearance from the Division of Adult and Vocational Research of the Office of Education, U. S. Department of Health, Education and Welfare.

Group A - Personnel of Business Establishment Involving Clothing Services

1. The types of information obtained through the interviews included:

   a. General information for each of the business establishments selected for interviews.

   b. Listing of specific jobs expected by the employer of their employees.

   c. Listing of specific jobs expected by the employer of trainees (students).

   d. Characteristics and abilities desired or felt to be important in trainees.

   e. Willingness to cooperate with local school in developing training program.

   A revised copy of interview schedule is attached to this report.

2. Selection of Interviewees

To determine the business establishments a listing of stores handling ready-to-wear clothing for men and women, dry cleaners and laundries, sewing shops and custom makers of draperies and curtains was compiled from the yellow pages of the telephone

directory. A preliminary check was made using this list to determine which establishments employed persons to perform various types of sewing services.

Eighteen establishments were interviewed. These included

1 sewing shop
4 ready-to-wear clothing stores
2 curtain and drapery shops
11 cleaners and laundries

3. Procedure Followed in Making Interviews

A form letter was sent to each name on the compiled list. The letter gave a brief explanation of the pilot program in the local high school and requested the cooperation of each for an interview. Letters were followed by telephone calls in order to arrange a satisfactory time for the interview. The research assistant served as the interviewer and recorded the answers as given by the interviewee with one exception. After a few interviews it became obvious that the respondents could better judge the personal qualities and work abilities if they had a copy of the questionnaire to view while making their responses.

4. Analysis of Findings

a. General Information
Survey of stores selling clothing in Stillwater revealed that out of the 18 stores only 4 employed alteration personnel. Of the 13 laundries and dry cleaners, only 11 employed alteration personnel. Two establishments make custom draperies and curtains and two others advertised this service and one sewing shop em loyed 8 seamstresses. A total of 35 people were employed by the 18 business establishments of which 5 worked on a part-time basis.

Seventy per cent or 13 of the 18 business establishments pay their workers by the hour. Rates per hour varied from 80¢ to $1.50. Full-time employment varied from 40 to 54 hours per week. Sixty per cent of the establishments said no benefits other than wages were offered to employees. Others listed various benefits, such as; free dry cleaning, paid vacations, special hours off, hospitalization.insurance, group life insurance and social security.

b. Listing of Specific Jobs Expected by Employer of Their Employees-

The type of specific jobs varied with the type of business establishment. The one sewing shop which employed 8 persons offered the greatest variety of services - alteration of clothing for both men and women as well as mending of garments. Three of the clothing stores provided alterations services for women's wear with prices varying for various services performed. The fourth clothing store performed only

alteration of clothing for men with no charge being made - "all alterations free for life of garment". The majority of the 11 cleaners and laundries performed similar types of alterations and repairs though as a rule not as extensive as the sewing shop and clothing stores. Quite a range in price for the various services was listed and the more complicated the alteration the higher the price. For alteration of women's clothing the specific jobs listed by all were: hemming unlined skirts, shortening skirt at waist, shortening waist or blouse at waist line, altering side seams of unlined garments, adjusting sleeve length, and adjusting length of coats. Alterations by the sewing shop and cleaners-laundries for men's wear performed by all included; adjusting length and waist of trousers, side seams of coats, adjusting length of sleeves of coat, shortening of shirt sleeves, turning collar on shirts, replacing zippers, replacing pockets - full and tips. Majority of laundries and cleaners made small repairs and sewed on buttons and snaps at no charge to customer. The two makers of curtains and drapes offered a variety of services but no detailed analysis was made of specific jobs performed by employees.

c. Listing of Specific Jobs Expected by the Employer of Trainees (Students)

Eight of the personnel interviewed stated that trainees would be expected to do sewing and alteration work under direction of their alteration personnel. Specific jobs would depend on the need at the time. Two employers mentioned cuffing of trousers. One of these does this service for several clothing stores and another rents tuxedos.

By analyzing the jobs most frequently done by alteration personnel, trainees should have knowledge and skill in heming skirts, adjusting side seams including replacing of zippers in women's wear and in cuffing trousers, adjusting waist size, putting in zippers and replacing pockets in men's wear.

d. Characteristics Desired or Felt to Be Important in Trainees

Of the six characteristics listed the number of interviewees checked as important in the following order

Appearance - checked by 10 respondents
Experience - checked by 9 respondents
Personality - checked by 8 respondents
Age - checked by 5 respondents
Education - checked by 3 respondents
Marital status - checked by 1 respondent

Specific comments made by four interviewees stated that well groomed appearance indicated neatness and precision in work. One respondent stated she would not employ high school students because they lacked maturity of judgment and 4 other (2 cleaners and 2 makers of draperies) said they would not employ a person beyond middle age because "they could not catch on to the work, could not remember instructions and were not adaptable."

While experience was checked by 9 as being important, others indicated that it had too many meanings to be counted on heavily. Experience might indicate only "busy work" or be of the wrong kind for their particular work. Others indicated they would prefer to give the training themselves and thus provide the experience.

Marital status was rated as being important by one of the respondents who stated that women with young children were not dependable.

Great variations existed between the interviewees for the specific personal characteristics and work abilities felt to be very important. "Honesty" was rated highest by 8 followed by "Ability to work under pressure" and "Adaptability" by 7, and "Alertness", "Neat habits of work," "Responsibility," "Ability to get along with others" and "Careful attention to detail" by 6 respondents.

e. Willingness to cooperate with local school

Half of the 18 business establishments stated they were willing to provide work experience for students, to give demonstrations and to permit students to observe the work being done.

Fifteen of the interviewees indicated that they had difficulty in filling vacancies with qualified workers. All of the 9 business establishments willing to provide work experience, indicated that pay would be by the hour. Five indicated that the specific rate would be dependent upon the skill demonstrated by the student and the rates ranged from 50¢ to $1.00 per hour.

Eight of the nine stated that students would be expected to do sewing and alteration work under the direction of their alteration personnel. Specific jobs would depend on the need at the time.

All would be willing to cooperate in arranging work schedules to fit class schedules of students and the majority would prefer only one student at a time. The equipment which students would be expected to operate included; sewing machine, tailors' iron, steam press and blind stitcher.

If business expanded and/or during busy seasons other establishments indicated an interest in and a willingness to cooperate

Group B - Home Seamstresses

1. The types of information obtained through the interviews included:

   a. General information concerning training, experience, equipment, etc.

   b. Listing of specific services performed.

   c. Personal qualities and work abilities which were felt to be important.

d. Willingness to cooperate with local school in developing training program.

A revised copy of the interview schedule is attached to this report.

2. Selection of Interviewees

The list involving individuals who do clothing services in their homes was compiled from a variety of sources. Names were obtained from: list of individuals kept by a fabric shop, clerks in yard goods departments of department stores, clerks in ready-to-wear departments who do not employ alteration specialists, classified advertisement section of daily newspaper, individuals who have sewing services performed for them, and from the home seamstresses themselves who supplied names of others engaged in providing sewing services. A total list of 29 home seamstresses was compiled but it was possible to arrange complete interviews with 18 and 2 others responded to only a few questions.

3. Procedures Followed in Making Interviews

The same general procedure was followed as for Group A with the interviews being made by the research assistant. After the first few interviews it became obvious that much helpful information could be obtained by asking a few open-end questions and recording the pertinent facts given by interviewee. Interviews varied in length from twenty minutes to over an hour depending upon the desire for conversation on the part of the respondent. Courtesy seemed to demand a certain amount of listening to information that some respondents felt was very relevant to the study being conducted.

4. Analysis of Findings -

a. General Information

Of the 18 interviewed, 14 considered they worked part-time and 4 as full-time or more. Not all of the group felt they could give an estimate of how much they earned as it varied too much from day to day as to time spent and type of work performed. The majority seemed to feel they earned $1.00 an hour and one stated $1.50 "for she would not work for less". Thirteen of the group indicated they made more money per time spent on alterations than they did on construction of garments therefore some would do only alterations. One person made only aprons which were sold on consignment to gift shops and another made only drapes, curtains and slip covers.

Training and education varied extensively: 2 were home economics college graduates and both had taught one year; and another person had taken a college course in clothing; 5 had had one or more years of home economics in high school; 1 had had 4-H club work, 1 extension work, 1 had taken a "traveling sewing class", and 1 took an upholstery course offered by Singer Sewing Machine Company; 3 received training from mother and 1 from her

grandmother. The length of time each had been doing sewing services for others varied from one month to forty years.

Prices charged for specific jobs varied and were generally comparable to prices charged by business establishments.

Additional detailed information was obtained by the research assistant as she is making a more detailed study of this group as part of her graduate program of study.

b. Listing of Specific Services Performed

This group of interviewees listed alteration of women's wear two to four times as frequently as for men's clothing. With the exception of lining skirts the majority gave heming of skirts, shortening or lengthening skirts at waist, adjusting waist and side seams, hemming of coats and adjusting sleeve lengths. For alteration of men's clothing; 10 for replacing zippers, 8 for adjusting trouser length and waist and tapering sides of shirts, 7 replacing pockets and less than a fourth of the respondents mentioned other alterations.

For new construction, clothing for women rated highest with the following order of frequency; blouses, daytime (dressy) dresses, suits, formal evening dresses, slacks, robes and coats. Special occasion garments; 8 listed bridal attendants gowns, 7 wedding gowns, 6 costumes, 3 uniforms and 1 apron. Only six listed children's dresses and 2 children's coats. Household furnishings were listed by 4 and included drapes, curtains and slip covers. Machine buttonholes were made by 10, bound buttonholes and belt and buckle covering by 6 and mending and repair by 7 and reweaving by 1.

In summarizing the general types of services it was found that:

3 home seamstresses perform all services listed
3 home seamstresses do women's clothing only
2 home seamstresses do alterations only
1 home seamstress does drapes, curtains and slip covers
1 home seamstress does only aprons

c. Personal Qualities and Work Abilities Felt to be Important

A third of the group interviewed felt that "Patience", "Neat habits of work" and "Accuracy" were Very Important and five felt "Responsibility", "High standards", "Honesty", "Careful attention to detail" were Very Important; and the other listings were related as Very Important by none to four of the respondents. A comparison of the ratings made by Group B shows more similarities than differences.

d. Willingness to Cooperate with Local School

None of the seamstresses interviewed were willing to provide work experiences.

A revised copy of the interview schedule is attached to this report.

Group C - Homemakers

1. The types of information obtained through the interviews included:

   a. General information of the homemakers interviewed

   b. The types of clothing services performed by homemakers or by others.

   c. Personal qualities and work abilities felt to be important for persons performing clothing services.

   d. Willingness to cooperate with local school in developing training program.

2. Selection of Interviewees

   The listing for homemakers was handled in three different ways. For the homemakers who were full-time homemakers or worked less than 20 hours a week a list was compiled from the 1965 Stillwater City Directory. Certain areas in the city were eliminated on the basis of the low-income of majority of the families residing in the area. One name was then selected at random from each page of the directory. If the address given was in one of the eliminated areas of the city, another name was drawn from the page. Elimination was also made when an occupation was listed for the name drawn. Thirty names were then selected at random from the list compiled from the directory.

   For the group of "professional women in Stillwater" the total membership lists of five professional organizations and clubs were used. These organizations included the Oklahoma State Nurses Association District Number 2, Altrusa Club, Credit Women's Breakfast Club, National Federation of Business and Professional Women's Club and the Stillwater American Business Women's Association. Any names listed as a member of these groups and whose name was listed in the 1965-66 Student Faculty Directory of Oklahoma State University was eliminated. From this total membership list, 30 names were selected at random.

   The 30 professional women from the instructional and administrative staff at Oklahoma State University were chosen by first listing the names of all women appearing in the 1965-66 Student Faculty Directory of Oklahoma State University as given in the section "Faculty, Staff and Employees. The names were placed in three categories - secretaries, non-instructional staff or administrative and instructional staff. Thirty names were then selected at random from these three lists.

3. Procedures Followed in Making Interviews

   The same general procedure was followed as for Group A and Group B but more difficulties were encountered in making appointments with the homemakers who were employed 20 hours or less or full-time homemakers. For this group a graduate student was employed to assist

the research assistant in making the interviews. The graduate student and the research assistants cooperatively made the first few interviews then the graduate student assumed full responsibility for the major portion of the interviews.

4. Analysis of Findings

a. General Information of the Homemakers Interviewed

Sixty-five of the 90 persons interviewed were married-plus five divorced and five widowed leaving one-sixth who were single. Twenty-six of the 90 were not working outside the home and all but one of these was in the first sub-group or non-professional group. A total of 12 worked part-time with 4 indicating that they were working at least three-fourths of the time. Fifty-two of the 60 professional women interviewed worked full time. Five age groups were represented with approximately twenty in each of the four younger groups and only 9 in the 50-60 age group and none in the 60 or over age group.

b. Types of Clothing Services Performed by Homemakers or by Others

The major portion of alteration of women's clothing was performed by the interviewee with a larger number of the full-time homemakers performing this service for themselves. Shortening skirts at waist line and adjusting length of coat were the two services most frequently done by others. A much smaller proportion performed alterations of men's clothing with the majority having these alterations done by others. Repair of household linens and clothing with the exception of "replacement of zippers" and "replacements of pockets in men's trousers" were performed by the respondents themselves. Approximately one-third of the total group had ironing done by others but only 10 of the 90 interviewees had other laundry services performed for them. Approximately one-half of the total group did construction of garments for adults with a few mare in non-professional sub-group (17) and 12 and 14 in the two professional sub-groups. One-third of the non-professional sub-group respondents constructed some children's clothing and only half as many in the other two sub-groups. Approximately one-third of total group had draperies made by others and about same number made their own draperies. Fifty-four made own curtains and 49 covered buttons and slightly over one-third made some gifts and covered own belts. In general the "non-professional" sub-group performed more clothing services with very little differences for the other two-groups.

c. Personal Qualities and Work Abilities Felt Important for Persons Performing Clothing Services

"Honesty" was rated as Very Important by half of the total group which received the highest rating. The next in order of rating were "Ability to get along with people", "Responsible", "Ability to profit from constructive criticism", Ability to take orders", "Accuracy", "Promptness" and "Careful Attention to details" which were rated as Very Important by 26-30 of the respondents.

d. Willingness to Cooperate with Local School in Developing Training Program

Thirty-nine of the total group of 90 stated they would be willing to cooperate by providing work experience for students and 34 stated "yes, but no need for such services at present" and 17 stated "no". Approximately one-third would permit students to perform the work in the home of the respondent and about the same number stated they would prefer to have the work done at the school. The specific jobs they would like for students to perform ranged in the following order:

Ironing	33 "yes" responses
Alterations	25 "yes" responses
Repairs	20 "yes" responses
Dry Cleaning	7 "yes" responses
Washing	6 "yes" responses
Dressmaking	6 "yes" responses
Pressing	5 "yes" responses

Willingness to arrange hours of work to fit with class schedules was expressed by those who were willing to cooperate in work experiences for students. Likewise they would be willing to pay "fair price" or the "going rate in the community" with more preferring to pay for services by "contract price" followed by paying by "the hour." Majority would expect students to be able to operate or use sewing machine and iron with only 6 listing washing machine, 2 dryer and 1 ironer.

General comments made by small number of respondents inferred an interest in having house cleaning services available, as well as catering and child care services.

From the findings as presented in this section of the report, the principal investigator and the research assistants believe adequate evidence was obtained to conclude that a need does exist in Stillwater to continue offering the training programs for Child Care Services and Clothing Services.

Objective IV. To draw implications for curriculum development:

Due to delay in beginning this study steps were taken for initiating a gainful employment program in the local high school in three areas - Child Care, Clothing and Food Services - before the results of this study were available. At the time the decision had to be made no data had been collected for the local community therefore the decision was made largely on the subjective judgment of the local school administrators, the home economics education supervisors of the Oklahoma Vocational Education Program and the chief investigator of this study. Instead of using the results to determine if needs existed to justify the initiation of such programs, the results have been used for selecting, providing, and evaluating the learning experiences offered for the courses and for future planning.

By the time the research assistants could start the interviews school had started and in addition to carrying out interviews they were each responsible for directing one phase of the gainful employment program. In many ways this has been advantageous for frequently the interviewers were much more cognizant of

responses made by the interviewees and were able to follow through on an idea that would have been bypassed if they had not been actively participating in the teaching of a class. They became more aware of the factors involved in providing work experiences and could use better judgment in providing learning experiences in order to develop the competences expected by employers when students started work experiences.

The interviewers have also been able to provide information which has been most valuable in planning with the coordinator and teacher of the third area, Food Services, in the development of plans for the 1966-67 program. At the end of the first semester some of the findings from the interviews, even though the complete analysis was not available, served as a basis for evaluating the accomplishments of the first semester and for planning for the second semester of this year.

In the original plans for the study it was proposed that a jury be chosen from the teachers and participants in the 1965 training program to be used in developing criteria for formulating implications. This was not possible as it seemed more desirable to concentrate on other activities and the research study had not been initiated at the time originally planned. Therefore another method was substituted. The guide lines as presented under Objective I have been used in developing a tentative criteria for the drawing of implications. As a part of the 1966 Training Program these will be evaluated by the participants and revised.

Criteria to Use in Drawing Implications from Findings of a Survey of a Local Community:

1. Is there evidence that there is a need for a training program using home economics knowledge and skill which would possess the potential of making a contribution: to the decreasing of unemployment; to raising economic status of individuals in low-income groups; to reducing dropouts; and/or to increasing the employability of some youth and adults?

2. Will employment be available for those who successfully complete the course?

3. Are there enough prospective students who are interested in taking the course to meet the standards of the local school and the state requirements?

4. Can specific implications be drawn from findings in relations to curriculum development:

   a. Competences -

      Have the specific skills, knowledge, understandings, and attitudes and the levels of performance for each been identified?

   b. Factors for selection of students -

      Have the personal characteristics and abilities of prospective employees desired by employers been identified?

   c. Learning experiences -

      Can a job analysis be developed so that - learning experiences,

teaching methods, and evaluation procedures - can be effectively planned?

d. Resources -

Has it been possible to identify the resources needed - reference materials, audio-visual aids, equipment and facilities - and the availability of such?

e. Work experiences -

Can there be adequate work experiences provided?

f. Length of Course -

It is realistic to expect that the desired competences can be developed in the amount of time suggested for the duration of the training program?

g. Evaluation -

Will it be possible to cooperatively evaluate progress throughout the training program?

Using the above criteria an effort has been made in the following sections to give examples of specific implications that might be drawn from the findings of the surveys made for the two areas - Child Care and Clothing.

Child Care Services -

1. Evidence that there is a need -

Twenty of the twenty-one "owner-operators" or directors of the day care centers interviewed stated there was a need for trained child care service workers. While a much smaller proportion of the homemakers indicate a need for this type of training, it is felt that a greater need may exist than was evident from the interviews made and that this phase be repeated with a different sample.

Additional evidence has been obtained from other sources to support the conclusion that a need does exist for this type of training. Plans are currently being developed for the initiation of day care centers as a part of a community action program and it is believed this will provide additional need for trained child care service workers. Also there is to be a repeat of Head Start Program during summer 1966.

2. Employment available at completion of course - from evidence presented above it would appear that employment will be available at end of the training.

3. Prospective students - the principal of the local school has requested that information sheets be compiled to be used by guidance personnel in pre-enrolling students for next year and has stated that he believes there will be students interested in taking the course.

4. Curriculum development -

a. Competences -

The specific skills indicated by at least a majority of the respondents in both groups (owner-operators and homemakers) interviewed as being important for the students to perform were:

Directing and supervising play
Administering first aid
Serving of food
Personal care of child, toilet, grooming, dressing, etc.
Preparing for rest periods and for bed
Preparing and caring for equipment and supplies
Additional housekeeping tasks - putting away equipment and straightening room - including care of dishes.

Only the respondents in Group A provided information as to the type of content (knowledge and understandings) which they felt important for the students to have and in order of importance they listed the following:

1st -	First aid	13 respondents
2nd -	Food and nutrition, method of guiding and supervising children, and principles of child development	11 respondents
3rd -	Presonal grooming and health, preschool development and organization	10 respondents
4th -	Planning and guiding preschool activities	9 respondents
5th -	Preparation and use of materials and equipment, orientation to the world of work	8 respondents

By combining these two lists it would be possible to state not only the competences desired but could be used as a basis for developing job analysis.

b. Factors for Selection of Students -

Since most of the respondents indicated high school students or recent high school graduates - efforts would be used in recruiting from these groups.

Since the characteristics felt to be most important were "Love for Children" and "Understanding of Children" it might be desirable to devise a method of assessing these two characteristics before pre-enrolling students. Guidance personnel may be able to assist in identifying method(s) to use.

c. Learning Experiences -

To develop job analysis using the competences identified in "a" and in table form, list learning experiences (both in class and work experiences) teaching methods and evaluation procedures for each specific task included.

d. Resources -

Using same procedure as for "c" - develop a listing for reference material, audio-visual materials, equipment and facilities needed and available in the community as well as in the home economics department of the local school.

e. Work experience -

Compile list of types of work experiences as identified in "c" followed by opportunities available in various child care centers. Plan for providing those not available or not available in adequate number through classroom activities. Plan for variety of experiences. Early contact in fall with homemakers to obtain cooperation for work experience may be desirable.

f. Length of course

If course is to be offered for entire year, estimate length of time for each unit to be included and adjust the number of units to fit within the time available.

g. Evaluation -

The type of responses given by the respondents would indicate not too much enthusiasm for assisting with the evaluation, therefore more emphasis may need to be placed on self-evaluation on the part of the student as the teacher can be present only a portion of the time.

Clothing Services

1. Evidence that there is a need

Fifteen of the 18 personnel interviewed for the business establishments indicated that they had difficulty in filling vacancies with qualified workers for the 35 positions in Stillwater. The majority of the home seamstresses stated they had requests for more work than they could do in the time they had available for performing clothing services. Approximately one-third of the homemakers indicated an interest in having clothing services performed for them. From all of the interviews it would seem appropriate to conclude that there is a need for this type of training in the community surveyed.

2. Employment available at completion of course

From the evidence presented above it would appear that employment would

be available at end of training.

3. Prospective students - principal of the local school has requested that information sheets be compiled to be used by guidance personnel in pre-enrolling students for next year and he has stated that he believes that there will be students interested in taking the course.

4. Curriculum development -

   a. Competences -

      By combining the types of alterations repairs andconstruction of new garments performed by the business establishments and the home seamstresses and those which the homemakers desired to have performed for them a list of construction techniques could be compiled. These could be arranged from the most simple to the most complicated and from this listing the teacher could select those which seemed most appropritate for the level of her students and which would most likely be requested the most frequently. By analyzing jobs most frequently performed by alteration personnel and home seamstresses, it was found that hemming skirts, adjusting side seams and replacing zippers in women's clothing and cuffing trousers, adjusting waist size of trousers, putting in zippers and replacing pockets in men's clothing were the jobs most frequently performed. This would help in identifying the construction skills needed.

      It is less evident from the ratings of work abilities as to which should be emphasized but it would seem that they are of two general types - relationships or ability to work with others and accuracry and neatness in work habits. These as well as basic understandings and attitudes as related to personal characteristics felt to be "Very Important" by the respondents would indicate emphasis especially in the unit Orientation to the World of Work.

   b. Factors for Selection of Students -

      Since the majority of the respondents did not check age as being important, there does not seem to be adequate evidence to indicate that high school students would not be given favorable consideration when employers were employing clothing service workers..

      Since skill in construction seemed to be rated of greatest importance tests for identifying manipulative skills might be used in recruiting of students.

   c. Learning Experiences -

      Job analysis could be made for two specific types of services (1) Alteration and Repair and (2) New Construction. Since many of the same specific techniques would be included in both analysis it would be possible to arrange learning experiences so that most specific skills could be repeated and an emphasis be given to improving quality in order to perform at a level at which employers would be satisfied and willing to pay a "fair wage". Following the indentification of specific techniques in table form a listing of learning experiences (both in class and work

experiences) teaching methods and evaluation procedures could be given.

d. Resources -

Using same procedure as for "c" develop a listing for reference materials, audio-visual materials, equipment and facilities needed and availability in the community as well as the home economics department in the local school. Field trips to various business establishments to see special equipment, working conditions, etc. would have been located during interviews.

c. Work experience -

With only 9 of the business establishments, none of the home seamstresses and only a limited number of homemakers indicating a willingness to cooperate in providing "work experiences" - ingenuity may need to be employed in order to have ample practice for all students. Part of this may need to be on a voluntary basis and as standards of performance improve it will be possible to locate some "work experiences" for pay.

f. Length of course -

If course is to be offered for entire year, estimate the length of time for each unit to be included and adjust the number of units of fit within the time available.

g. Evaluation -

From the finding it seems evident that the employer expects students to perform at a fairly competent level when work experience is initiated. Emphasis on evaluation of own performance - both quality and amount of time required - should receive emphases. The ability to recognize and distinguish between different levels of performance will be important for the students. Teacher will likewise need to develop and use a variety of techniques in her evaluation of each student's growth toward competences as identified above.

It is hoped that the revised interview schedules may provide additional information to the schedules used in the study and that it will be in a form that can be more easily tabulated and analyzed.

INTERVIEW SCHEDULE FOR PERSONNEL OF CHILD CARE CENTERS

Part A PERSONAL INFORMATION OF INTERVIEWEE

1. Name_____ 2. Position_____

3. Agency_____ 4. Address_____

   Telephone_____

5. List your previous experience and/or training which you feel qualified you for your present position: _____

   _____

6. Give the name and location of the Child Care Centers with which you have worked.

   _____

   _____

Part B GENERAL INFORMATION FOR THE CENTER

1. Type of care: Infant care _____ Day care_____

   Play School_____ Nursery School _____ Kindergarten_____

2. Age of children served: (circle)

   1 2 2½ 3 3½ 4 4½ 5 5½ 6 School Age_____

3. Total number of children:

   All day _____
   Morning _____
   Afternoon _____
   Weekly _____
   Drop-ins _____

4. Fees charged: (Basis and rate of pay) By the hour_____ By the week_____

   By the day _____ By the month_____

5. Do any of the following factors affect fee assessment?

   Several children from one family_____
   Drop-ins _____
   Overtime _____
   Irregularity of schedule _____
   Meals included _____
   Day or night _____
   Other _____

6. Total number of staff: Full time_____ Part time_____

   Paid _____ Volunteer_____

7. Rate of pay for the staff: By the hour_____ By the week_____

   By the day _____ By the month_____

Part C WILLINGNESS TO COOPERATE AND PARTICIPATE IN TRAINING PROGRAM

(Check the desired response or otherwise indicate answer for the question in the blanks provided.)

1. Do you feel that there is a need for trained child care workers in Stillwater? 1. Yes___ No___

2. Would you be willing to work with the Stillwater Schools in developing a training program? If so in what capacity? 2. Yes___ No___

advising _____
counseling _____
consulting _____
assisting in skill development _____
evaluating _____
other _____

3. Would you be willing to allow students to observe and assist without pay for a short time? 3. Yes___ No___

4. Would you be willing to cooperate in a work experience for the trainees? 4. Yes___ No___

5. What hours would you prefer to use the student trainees?

before school 5. _____
morning _____
noon hour _____
afternoons _____
after school _____
evenings _____
weekends _____

6. Would it be possible for you to cooperate with the trainee in arranging a work schedule to fit her class schedule? 6. Yes___ No___

7. How many student workers could you employ at one time?
Qualify: _____ 7. _____

8. Would you be willing to pay the student a fair price or the going rate for child care services? 8. Yes___ No___

9. How much would you be willing to pay the student workers?

By the hour 9. _____
By the day _____
By the week _____
By the month _____

10. What percentage of a worker's day in your preschool would be spent working directly with the children? 10. _____

11. What percentage of a worker's day in your preschool would be spent in taking care of physical facilities or arrangements? 11. _____

12. With which of the two main types of duties listed do you need most help?

Working with children 12. _____
Care of physical facilities _____

13. Would the trainee ever have the sole responsibility for a child or group of children? 13. Yes___ No___

14. If yes, for how long? 14.
- for a few minutes _____
- for 15 to 30 minutes _____
- for 30 to 60 minutes _____
- for more than an hour _____

15. What other duties or responsibilities would a worker have? (list briefly) _____

_____

16. Do you have difficulty in filling vacancies with qualified persons? 16. Yes___ No___

17. Would you be willing to hire a person who has completed the gainful employment program if you had an opening? 17. Yes___ No___

18. Would a worker have an opportunity for advancement with additional training? 18. Yes___ No___

19. How many hours a week is the average worker employed? 19. _____

Part D CHARACTERISTICS OF STUDENTS AND TRAINING PROGRAM

20. For which of the following groups do you feel this training would be the most valuable based on your preference for employing? 20.
- High School students _____
- Recent high school graduates _____
- Recent high school non-graduates _____
- Adults (20-50 years of age) _____
- Older adults (Over 50 years of age) _____

21. Which of the following characteristics do you feel are important to consider when employing?

	Check:	Comment:
Appearance	_____	_____
Education	_____	_____
Experience	_____	_____
Marital status	_____	_____
Personality	_____	_____
Training	_____	_____
Love for children	_____	_____
Understanding of children	_____	_____
Age	_____	_____
_____	_____	_____
_____	_____	_____

22. Which of the following topics do you think would be important for classroom study or laboratory instruction in this training program? (course) 22.
- First Aid and safety _____
- Foods and nutrition for children _____
- Methods of guiding and supervising children _____
- Orientation to the world of work _____

22. (continued)

Personal grooming and health	_____
Planning and guiding preschool activities	_____
Preparation and use of material and equipment	_____
Preschool development and organization	_____
Principles of child development	_____
Others	_____

23. Comments or reactions:

INTERVIEW SCHEDULE FOR HOMEMAKERS CONCERNING CHILD CARE SERVICES IN THE HOME

Part A PERSONAL INFORMATION OF INTERVIEWEE

1. Interviewer: _____ Date: _____

2. Name of Homemaker: _____

3. Marital Status: Single_____ Married_____

   Divorced_____ Widowed_____

4. Number of Children: _____

	Check age	Check (M) Sex (F)
Under one year		
two years		
three years		
four years		
five years		
over five years		

5. Personal Age Group: (Circle age group nearest your own.)

   20-29 30-39 40-49 50-59 60 or over

6. Do you work outside the home? Yes___ No___

7. Position held: _____ Full time___ Part time___

8. Husband's Occupation: _____

Part B WILLINGNESS TO COOPERATE IN THE DEVELOPMENT OF TRAINING PROGRAM

9. Would you be willing to cooperate with the Stillwater Schools in developing a training program for workers in child care services? Yes___ No___

   Qualify: _____

10. Would you be willing to provide work experiences by allowing students in training for child care services to work for you? (Students would be under the supervision of a teacher; however you would be asked to evaluate work and attitudes.)

    Yes___ No___

    Qualify: _____

11. Would you be willing to cooperate with the trainee in arranging a work schedule to fit her class schedule? Yes___ No___

    Explain: _____

12. What hours could a student work in your home?

    Weekdays____ Weekends____ On call____ Others_____

    Morning_____ Afternoons____ Evenings_____

13. Estimate the number of hours this would entail per week? _____
per month? _____

14. How many trainees could be employed at one time? _____

qualify or explain: _____

15. Would you be willing to pay the student a fair price or the "going rate" for such services? Yes___ No___

16. How much would you be willing to pay workers?

By the hour _____
By the day _____
By the week _____
By the month _____
other _____

17. Would you be willing to be contacted later concerning students working in your home? Yes___ No___

Part C DESIRED CHARACTERISTICS OF STUDENTS FOR TRAINING PROGRAM

18. For which of the following groups do you feel this training would be most valuable based on your preference for employing?

High school students _____
Recent high school graduates _____
Recent non-high school graduates _____
Adults (20-50 years of age) _____
Older adults (Over 50 years of age) _____

19. Which of the following characteristics do you feel are important to consider in employing some one to care for your child or children?

Appearance _____
Education _____
Experience _____
Marital Status _____
Personality _____
Training _____
Love for Children _____
Understanding of Children _____
Age _____
_____ _____
_____ _____

20. What responsibilities or activities would you expect the student to perform while on the job?

Taking care of the child _____
Cooking meals _____
Straightening rooms _____
Playing with child _____
Dressing child _____

20. (continued)

Bathing child	_____
Putting child to bed	_____
Administering first aid	_____
Feeding child snacks or meals	_____
Other housekeeping tasks	_____

21. Comments or Reactions:

INTERVIEW SCHEDULE FOR BUSINESS ESTABLISHMENT INVOLVING CLOTHING SERVICES

Part A GENERAL INFORMATION OF INTERVIEWEE

1. Name of firm_____

   Address_____

   Telephone_____

2. Name of person interviewed_____

   Position of person interviewed_____

3. Number of persons your firm employs in clothing construction (sewing) services: _____

4. How much are workers paid?
   By the hour _____
   By the day _____
   By the week _____

5. Workers are employed
   Full time_____ (Hours per week)_____
   Part time_____ (Hours per week)_____

6. What are worker's benefits other than wages?_____

Part B SPECIFIC DUTIES AND PRICES CHARGED

7. What are the specific duties of employees? (Check frequency of performance on following chart) (F-Frequently, S-Sometimes, N-Never).

8. Which of these duties would you expect trainee to perform?

9. What is minimum price charged to customers for clothing services?

7. Specific duties of employees.
8. Which duties "trainees" would perform.
9. Charges to customers for services.

Duties	(7) Employees F	S	N	(8) Student Trainees	Minimum (9) Price Charged
ALTERATIONS					
Fit to determine alteration					
Make alteration under fitter's direction					
Determine and make alteration					
<u>Womens Wear</u>					
Skirt hem					
Straight skirt lined					
Straight skirt unlined					
Full skirt					
Replace zipper					
Shorten permanent press garments					
Adjust waist line					
Side seams					
Zipper not involved					
Zipper & hem involved					
Adjust Sleeve length					
Line Skirt - full					
half					
Narrow shoulders					
Reline Coat					
Coat hem					
Renovate or remake garment					
<u>Men's Wear</u>					
Trousers					
Adjust waist					
Adjust length					
Shorten crotch					
Taper legs					
Replace zipper					
Replace pockets - full					
Replace pockets - half					
Coats					
Side seams					
Adjust sleeve length					
Shorten					
Lower collar					
Shoulders					
Reline					
Shirts					
Cut off & hem sleeves					
Shorten sleeves at cuff					
Turn collar					
Taper sides					

Duties	(7) Employees N	S	F	(8) Student Trainees	Minimum (9) Price Charged
REPAIR					
Mend, Darn, Patch					
Reweave					
Sew on buttons, snaps, hooks & eyes					
NEW CONSTRUCTION					
Women's Clothing					
Skirt					
Lined					
Unlined					
Blouse					
Dress - casual daytime					
Dress - Dressy - lined					
Dress - Dressy - unlined					
Evening dress lined					
Evening Dress unlined					
Suit - lined					
Suit - unlined					
Coat					
Robe					
Other					
Children's Clothing					
Play clothes					
Dresses					
Coats					
Other					
Special Occasion					
Bridal gowns					
Bridal attendants					
Special costumes					
Uniforms					
Other					
SPECIFIC SERVICES					
Bound Buttonholes					
Machine Buttonholes					
Belt & buckle covering					
Button covering					
Other					
HOUSEHOLD FURNISHINGS					
Draperies - lined					
Draperies - unlined					
Curtains					
Pillows - decorative					
Other					
OTHERS					

Part C DESIRED PERSONAL CHARACTERISTICS AND ABILITIES OF TRAINEES

10. Do you have difficulty filling vacancies with qualified people? 10. Yes____No____

11. Which of the following characteristics do you consider most important in hiring a worker in clothing services?

	Check	Comment
Age	_____	_____
Appearance	_____	_____
Education	_____	_____
Experience	_____	_____
Marital Status	_____	_____
Personality	_____	_____
Other	_____	_____

12. Following is a list of work abilities and personal qualities. Indicate which of these are important in a person who does clothing service work for you.

Use this scale: (1) of little importance
(2) of some importance
(3) of great importance

_____ High standards of work
_____ Neat habits of work
_____ Accuracy of work
_____ Speed of work
_____ Ability to profit from constructive criticism
_____ Ability to work under pressure
_____ Ability to get along with others
_____ Willingness to do routine work
_____ Careful attention to detail
_____ Ability to take orders
_____ Creative imagination
_____ Self confidence
_____ Alertness
_____ Patience
_____ Adaptability
_____ Perseverance
_____ Tact
_____ Initiative
_____ Promptness
_____ Responsibility
_____ Honesty
_____ Good health
_____ Good grooming
_____ Poise
_____ Conversational ability
_____ Pleasant voice

Part D WILLINGNESS TO COOPERATE AND PARTICIPATE IN TRAINING PROGRAM

13. Would you be willing to cooperate with local high school in setting up a training program for workers in sewing services by

Advising _____
Demonstrating _____
Evaluating _____

14. Would you be willing to allow students in the training program to observe and assist without pay for a short time?

14. Yes___ No___

15. Would you be willing to provide part-time work experience for the students in training?

15. Yes___ No___

16. Would you be willing to arrange trainee's work schedule to fit her class schedule?

16. Yes___ No___

17. Which hours would you prefer trainee work?

3:30 - 5:30 weekdays _____
All day Saturday _____
Half day Saturday _____
Evening 7:00 - 9:00 _____

18. How <u>much</u> would trainee be paid?

By hour _____
By day _____
By week _____

19. How many trainees could be employed at one time? _____

20. What equipment would trainee be expected to operate? _____

_____

_____

21. Comments:

INTERVIEW SCHEDULE FOR INDIVIDUALS PERFORMING SEWING SERVICES IN THEIR HOMES (Home Seamstresses)

Part A PERSONAL INFORMATION OF INTERVIEWEE

Date of Interview_____ Time_____

1. Name of seamstress_____

   Address_____Telephone_____

2. How long have you been doing sewing services for pay?

   2. 1 yr or less_____
   2-3 years _____
   3-4 years _____
   4-5 years _____
   5-10 years _____
   10 years or more _____

3. How did you get started in this career?_____

   _____

   _____

4. How did you build up a clientele?_____

   _____

5. Have you ever advertised your services?

   5. Yes___No___

6. If answer to 5 is Yes, in what way did you advertise?

   6. Newspaper _____
   Directories _____
   Posters _____
   Notice on bulletin boards _____
   Announcements to clubs _____
   Radio _____

7. Was advertising effective in bringing you customers?*
   Any comment:

   7. Yes___No___

8. What specialized training have you had in construction techniques?

   8: None _____
   Mother _____
   H.Ec. in High School
   1 yr. _____
   2 yrs. _____
   3 yrs. _____
   4-H Club _____
   College _____
   _____

Part B PERSONAL QUALITIES AND WORK ABILITIES FOR CLOTHING SERVICE WORKERS

9. Following is a list of personal qualities and work abilities. Indicate which of these are important in a person performing sewing services for other people by checking (1) of LITTLE importance
(2) of SOME importance
(3) of GREAT importance

Qualities or Abilities	(1) of LITTLE importance	(2) of SOME importance	(3) of GREAT importance
High standards of work			
Neat habits of work			
Accuracy of work			
Speed of work			
Ability to profit from constructive criticism			
Ability to work under pressure			
Ability to get along with others			
Willingness to do routine work			
Careful attention to details			
Ability to take orders			
Creative imagination			
Self confidence			
Alertness			
Patience			
Adaptability			
Perseverance			
Tact			
Initiative			
Promptness			
Responsibility			
Honesty			
Good health			
Good grooming			
Poise			
Conversational Ability			
Pleasant voice			

Part C CONSTRUCTION PROCEDURES, EQUIPMENT AND SERVICES PERFORMED

10. Evaluate the importance and usefulness to you of the following construction procedures.

Procedures	(1) of LITTLE use	(2) of SOME use	(3) of GREAT use
1. Pin fitting garments for alteration			
2. Measuring individuals for determination of pattern alteration			
3. Altering patterns to take care of figure problems			
4. Pin fitting pattern to individual figure			
5. Combining 2 or more patterns to make new pattern			
6. Making variations in a pattern to create a new pattern or design			
7. Covering Buttons			
8. Covering belts and buckles			
9. Making bound buttonholes			
10. Putting in a zipper			
11. Selecting seams and finishes for various garments			
12. Recognizing good fit in a garment			
13. Lining a garment			
14. Setting in sleeves			
15. Knowing characteristics and properties of various fabrics			
16. Applying principles of design			
17. Sewing on buttons, snaps, hooks & eyes			
18. Knowing appropriate hand stitches and where to apply them			
19. Making decorative details - cording, frogs, arrowheads, etc.			
20. Making set-in pockets (bound edges)			

11. Evaluate the usefulness to you of the following equipment

Equipment	(1) of LITTLE use	(2) of SOME use	(3) of GREAT use	REMARKS
Steam iron				
Tailor's iron				
Steam press				
Ironing board				
Sleeve board				
Tailor's ham				
Pressing mitt				
Seam board				
Pounding board (clapper)				
Needle board				
Cloth iron mitt				
Cutting board				
Pinking shears				
Electric scissors				
Dressmaker shears 6-8"				
Scissors - 4"				
Seam ripper				
Tracing wheel				
Dressmakers carbon				
Tailor's chalk				
Chalk pencil				
Pins				
Needles - size -				
Wrist pin cushion				
Pin cushion				
Emery				
Thimble				
Tailor's square				
Yardstick				
Seam gauge				
Tape measure				
Hem marker				
Sewing machine				
Blind Stitch Machine				
Power machine				
Other				

12. Following is a list of sewing services. Check the frequency with which you do these services and give minimum price charged to customers.

Service	Frequency F	S	N	Minimum Price Charged
ALTERATIONS				
Women's wear				
Skirt hem				
Straight skirt - lined				
Straight skirt - unlined				
Full skirt				
Replace zipper				
Shorten permanent press garments				
Adjust waist line				
Side seams				
Zipper not involved				
Zipper & hem involved				
Adjust sleeve length				
Line skirt - full				
Line skirt - half				
Narrow shoulders				
Reline coat				
Hem coat				
Renovate or remake garment				
Men's Wear				
Trousers				
Adjust waist				
Adjust length				
Shorten crotch				
Taper legs				
Replace zipper				
Replace Pocket - full				
Replace Pocket - half				
Coats				
Side seams				
Adjust sleeve length				
Shorten				
Lower collar				
Shoulder				
Reline				
Shirts				
Cut off & hem sleeve				
Shorten sleeve at cuff				
Turn collar				
Taper sides				
REPAIR				
Mend, Darn, Patch				
Reweave				
Sew on buttons, snaps, hook & eyes				

	Frequency F	S	N	Minimum Price Charged
NEW CONSTRUCTION				
<u>Women's Clothing</u>				
Skirts - lined				
unlined				
Blouse				
Dress - casual, daytime				
Dress - Dressy - lined				
Dressy - unlined				
Evening Dress - lined				
unlined				
Coat				
Robe				
Other				
<u>Children's Clothing</u>				
Play Clothes				
Dresses				
Coats				
Other				
<u>Special Occasion</u>				
Bridal gowns				
Bridal attendants				
Special Costumes				
Uniforms				
Other				
SPECIFIC SERVICES				
Bound Buttonholes				
Machine buttonholes				
Belt & buckle covering				
Other				
HOUSEHOLD FURNISHINGS				
Draperies - lined				
unlined				
Curtains				
Pillows - decorative				
OTHERS				

Part D AMOUNT OF TIME EMPLOYED AND FINANCIAL RETURNS

13. Judging by the number of hours you work, do you feel you work on a part time or full time basis?
Part time_____ Full time_____

14. Can you estimate the amount you earn an hour? or week? 14. No_____
Less than $1.00 _____
$1.00 _____
$1.50 _____
$2.00 _____

15. From which service do you feel you earn more for time expended?
Alterations _____
New Construction _____
Household Articles _____
Special Occasion _____
Special Services _____

Part E. WILLINGNESS TO COOPERATE IN DEVELOPMENT OF TRAINING PROGRAM

16. Would you be willing to cooperate with local high school in setting up a training program for workers in sewing services by
Advising _____
Demonstrating _____
Evaluating _____

17. Would you be willing to allow students in the training program to observe and assist without pay for a short time? 17. Yes___No_____

18. Would you be willing to provide part-time work experience for the students in training? 18. Yes___No_____

19. Would you be willing to arrange trainee's work schedule to fit her class schedule? 19. Yes___No_____

20. Which hours would you prefer trainee work? 3:30-5:30 weekdays_____
All day Saturday _____
Half day Saturday _____
Evening 7:00-9:00 _____

21. How much would trainee be paid?
By the hour _____
By the day _____
By the week _____

22. How many trainees could be employed at one time? _____

23. What equipment would trainee be expected to operate? _____

_____

24. Comments:

INTERVIEW SCHEDULE FOR HOMEMAKERS CONCERNING CLOTHING SERVICES

Part A PERSONAL INFORMATION OF INTERVIEWEE

1. Date of Interview_____ Interview Time_____

2. Name_____

3. Address_____Telephone_____

3. Marital Status: Single_____Married_____Divorced_____Widowed_____

4. Do you work outside the home?
   No_____
   Part-time_____
   Full-time_____

5. Personal Age group:
   20-29_____
   30-39_____
   40-49_____
   50-59_____
   60 or over_____

Part B CLOTHING SERVICES USED BY YOU

1. Which of the following Services are done by you and which by someone else? Note reason for dissatisfaction.

Services	Check (x) if you do these services.	Check (x) if someone else does these services.	Check (x) if you have been DISSATISFIED with these services.	PLEASE state reason for dissatisfaction in order to help us in teaching such a course.
ALTERATIONS				
Women's Wear				
Rehem or adjust hem				
Skirt				
Dress				
Coat				
Adjust waist line				
Take up or let out side seams				
Change shoulders				
Change sleeve length				
Other				

Services	Check (x) if you do these services.	Check (x) if someone else does these services.	Check (x) if you have been DISSATISFIED with these services.	PLEASE state reason for dissatisfaction in order to help in teaching such a course.
Men's & Boy's Wear				
Adjust trouser length				
Adjust trouser waist				
Cut off shirt sleeves				
Other				
REPAIR				
Women's Wear				
Lingerie				
Replace zipper				
Mend, darn, patch, etc.				
Other				
Men's & Boy's Wear				
Underclothes				
Pajamas				
Shirts				
Jeans				
Replace pockets				
Replace zippers				
Mend, darn, patch, etc.				
Other				
LAUNDRY				
Household linens				
Shirts				
Machine wash				
Hand wash				
Iron				
Press				
Dry Clean				
Dry cleaning place				
Coin operated				
NEW CONSTRUCTION				
Adults				
Teenagers				
Subteens				
Children				
Costume				
Uniforms				
Other				

Services	Check (x) if you do these services.	Check (x) if someone else does these services.	Check (x) if you have been DISSATISFIED with these services.	PLEASE state reason for dissatisfaction in order to help in teaching such a course.
SPECIAL SERVICES				
Covered buttons				
Covered belts & buckles				
Button holes				
Draperies				
Curtains				
Slipcovers				
Others				

Part C DESIRED PERSONAL CHARACTERISTICS AND ABILITIES OF TRAINEES

1. Following is a list of personal qualities and work abilities. Indicate which of these are important in a person who does clothing service work for you.

Qualities or Abilities	(1) of LITTLE importance	(2) of SOME importance	(3) of GREAT importance
High standards of work			
Neat habits of work			
Accuracy of work			
Speed of work			
Ability to profit from constructive criticism			
Ability to work under pressure			
Ability to get along with others			
Willingness to do routine work			
Careful attention to details			
Ability to take orders			
Creative imagination			
Self confidence			
Alertness			
Patience			
Adaptability			
Perseverance			
Tact			
Initiative			
Promptness			
Responsibility			
Honesty			
Good health			
Good grooming			
Poise			
Conversational ability			
Pleasant voice			

Part D WILLINGNESS TO COOPERATE AND PARTICIPATE IN TRAINING PROGRAM

1. Would you be willing to provide work experience by allowing students in training in Clothing Service to work for you? 1. Yes____No____ Yes, but no present need_____

2. If answer is no, state reason why._____

_____

3. Would student:

Be expected to work in your home	_____
Be expected to do work at school	_____
Either	_____

4. What specific work would you expect student to do?

Alterations	_____
Repairs	_____
Dressmaking	_____
Draperies	_____
Curtains	_____
Washing	_____
Ironing	_____
Pressing	_____
Dry Cleaning	_____
Others	_____

5. How many hours a week would you expect trainee to work?

1 or more	_____
2 or more	_____
3 or more	_____
4 or more	_____
5 or more	_____
6 or more	_____
7 or more	_____
8 or more	_____
Just occasionally	_____

6. Would you be willing to pay trainees a fair price or the going rate of the community? 6. Yes___No___

7. Would you prefer to pay for services: By Contract price_____ By hour _____

8. If student worked in your home what equipment would you expect her to operate?

Washing machine	_____
Dryer	_____
Iron	_____
Sewing Machine	_____
Other	_____

Comments: